



EDU 1010 LECTURE  
Week 4

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# ORGANISATION AND DEVELOPMENT OF EDUCATION BTWN 1924 AND 1953

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- THE PHELPS-STOKES COMMISSION
- COLONIAL EDUCATION POLICY
- MAJOR EDUCATION DEVELOPMENT  
UPTO 1938
- ALAN PIM PLAN AND ITS  
CONTRIBUTION UP TO 1953



# THE PHELPS-STOKES COMMISSION - ORIGIN

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- Its origin is from the Phelps-Stokes fund.
- This was set up in New York under the will of Miss Caroline Phelps-Stokes to further the education of the negroes in the USA and Africa.
- The fund trustees had earlier sent an education commission to West, South & Equatorial Africa in 1920-21 to investigate challenges in education delivery.
- The commission's report generated a great deal of interest.



# CONTEXT

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- ✓ Representatives of protestant Churches met in Edinburgh in 1910.
- ✓ They looked at matters of common interest- including educational problems in Africa.
- ✓ International Missionary Council was established, with J.H. Oldham appointed as Secretary.
- ✓ Oldham urged the Colonial Office to formulate a clear-cut policy on education.



# CONTN'

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- ✓ By mutual understanding, it was decided that the trustees of the Phelps-Stokes fund be invited to undertake an education survey.
- ✓ This time in East and Central Africa.
- ✓ In November 1923, a new Commission was authorised.
- ✓ It was invited to Central Africa by the British Government following complaints from missionary bodies regarding the negative attitudes of the BSACo towards education.

# COLONIAL EDUCATION POLICY



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- In 1925 the dept of native education was established and came up with the education policy on native education.
  - It was based on the philosophy of adaptation.
  - The colonial govt was to fund existing schools
  - The stress was on developing and expanding primary education.
  - The govt had to intervene on African Ed.



# AIMS

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The Commission was charged with a three-fold task:

- (i). To **investigate the educational needs** of the people in the light of their religious, social, hygienic & economic conditions;
- (ii). To **ascertain the extent** to which their needs were being met;
- (iii). To **assist in the formulation of plans** to meet the educational needs of the natives.



# COMPOSITION

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- ✓ Dr. James Aggrey (educationist from Gold Coast)
- ✓ Dr. J.H. Dillard (USA), president of the Jeans fund;
- ✓ Dr. H.L. Shautz (Agriculturist & Botanist – USA)
- ✓ Rev. Garfield Williams, Education Secretary of the Church Missionary Society;
- ✓ Hanns Vischev, Secretary (Colonial Office Advisory Committee on Native education in tropical Africa)
- ✓ James Dougall from Scotland;
- ✓ C.T. Loram of South Africa;
- ✓ Dr. Thomas Jesse Johns, Chairman of the Commission.



# RECOMMENDATIONS

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- 1. Education must be adapted to the conditions and needs of society (Concept of Adaptation);**
  - ✓ It must be a preparation for life;
  - ✓ And life for an African meant life in the village;
  - ✓ Chief aim of education therefore, is to raise the standard of living among the village community;
  - ✓ Concentration should be on hygiene and health;
  - ✓ Encouragement of agricultural development;



# CONTN'

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- ✓ The teaching of industrial skills;
  - ✓ Raise the status of women and girls.
  - ✓ Developing character through religious training.
- **Comment on the Concept of Adaptation**
  - ✓ Constituted the education policy.
  - ✓ Created utilitarian and agriculturally-biased education system.
  - ✓ Contributed to increased illiteracy.
  - ✓ Contributed to the slow development of secondary and tertiary education.



# CONTN'

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2. Government to appoint a Director of Native Education- to coordinate and unify the educational activities of the missionary societies.
3. An Advisory Committee should be appointed with representatives of the government, the missions and the settlers.
4. Government to subsidize the educational work of the missions.



## CONTN'

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5. Aid for the maintenance of European missionaries to supervise the educational work of their mission stations.
6. Financial provision to be made for teacher training and the employment of visiting teachers.
7. An institution needed to be established to provide higher education to those who could profit from it



# CONCLUSION

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- The recommendations of the Phelps-Stokes commission to a greater extent contributed to the formation and articulation of policy on organisation and administration of education provision in British Colonial Africa after 1924.
- They (recommendations) also determined the nature and content of the curriculum, teacher and methodology of the education which was provided from 1924 to 1953.

# COLONIAL EDUCATION POLICY



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# MAJOR EDUCATION DEVELOPMENTS UPTO 1938

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- **Establishment of a Sub-dept. of native education which (under Native affairs).**
  - In July, 1925 the dept met to draw plans for organization and training of primary teachers.
  - Mr. G.C. Latham was appointed as the first director of this dept who was initially the inspector of schools.



# CONTN

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- **Examination for teachers in 1928.**
  - The exam was based of Standard 4 syllabus ( current grade 6).
  - It was based on teaching theory and school management
  - It also included the test in First-aid given to nurses and doctors.



# CONT'N

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- **Building a Jeans school in Mazabuka**
- It was put to provide teachers training, agriculture training and primary education
- It lasted for 10 years as it lasted was in 1938.
- In 1939, teachers training centre was opened in Chalimbana.



# CONT'N

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- **Uniform syllabus in 1934.**
  - All schools in Northern Rhodesia had to follow a uniform syllabus
  - The missionary groups also provided this type of uniform education.



# CONT'N

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- **Giving grants to mission schools**
  - In 1936, the colonial govt started giving grants to mission schools.
  - Teacher training centres were also funded.



# CONT'N

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- **Appointment of Superintendents**
  - In 1938, five were appointed to inspect and organize education
  - They were posted to; Kasama, Ndola, Mongu, Mazabuka and Chipata ( Fort Jameson).



# CONT'N

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- **Other developments included;**
  - Introduction of salary scale for mission teachers
  - Establishment of African Inspectorates of Jeans supervisors.
  - Provincial advisory committees were established



# THE ALAN PIM PLAN OF 1939

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- **Sir Pim Alan** was invited by the colonial govt to formulate plans for the general advancement of educational services for the Africans in Northern Rhodesia. He was a financial expert.
- This plan was formulated by Sir Alan Pim in 1939.
- It was a five year plan up to 1944



# BACKGROUND

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- ✓ Copper prices did not bring prosperity
- ✓ The government did not benefit from the minerals- the BSA.Co got the royalties;
- ✓ Tiny grants were left for economic development.
- ✓ Sir Pim Alan argued that there was need for more government spending on education.



# OBJECTIVES OF THE PLAN

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- i. Train chiefs to participate in the provision of education
- ii. Extend the central village school system
- iii. Expand female education through training of teacher's wives
- iv. Open junior secondary schools.
- v. Increase attention to Agric, health and handcraft.



# CONTRIBUTION OF THE PLAN TO EDUCATION DEVELOPMENT

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- Neglected areas were also considered in the provision of education.
- There was compulsory education in urban areas like Broken Hill and Copperbelt Region.
- Growth of consciousness in the need for more educational facilities for Africans.



# CONT'N

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- This led to the first Senior Secondary class at Munalu in 1944.
- In 1946 the Barotse National school was transferred to govt.
- In 1946 Chipembi secondary girls was put in class.
- In 1949 Canisius Secondary was started by Jesuits Fathers.



# CONT'N

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- In 1943 the uniform syllabus was revised.
- In 1950 adequate examination machinery was set.
- Entrance qualification changed from standard iv to vi .
- Refresher courses were introduced



## CONT'N

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- More emphasis was put on practicals ie needle work, cookery, knitting and domestic draft.
- Some Africans were represented on the legislative.

# TYPES OF EDUCATION SYSTEM



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- It was **dual** implying that there were two education system within the territory.
  1. **Education for the masses ( Africans)**
    - This was to prepare a learner to obey colonial authority
    - It was agriculturally biased
    - It was base on literacy and numeracy



## CONT'N

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- It was conservative of political development
- It was designed to preserve the status quo
- It offered a 4 year and 6 year programs



## CONT'N

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2. **Education for the elite (whites).**
  - To prepare the learner for administrative tasks
  - More funding ie only 3% went to African education.
  - Had well qualified teachers



# CONTN'

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- More was spent on educating the less European children (1,248) in 1938, less was spent on the more than, 92,000 African children.
- Missions continued to dominate provision of education (1,990 mission schools by 1935; 2,034 by 1945 while Govt had 12 schools in 1935; 51 in 1945).



# NATABLE EDUCATIONAL DEVELOPMENTS

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## **1939**

- Jeans School Opened in Chalimbana
- Secondary Education Classes started at Munali Training Centre in Lusaka

## **1942**

Higher Education Teacher Course (HTC) for selected elementary teachers started at the Jeans School



# CONTN'

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- 1943

- Compulsory education introduced in Broken Hill (Kabwe) and some parts of the Copperbelt

- African appointed for the first time to the advisory board on African Education



# CONTN'

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**1944** (Senior Secondary Classes started on a regular basis at Munali training centre)

**1945** (23 Native Authority Schools were built).

**1946**

Transfer of Barotse National Secondary School to the Central Government

-CHIPEMBI Girls Secondary School was opened by the Methodist Mission



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**1947**

- Lukashya Vocational Training Centre was opened
- Training of African Nurses started at Chikankata mission by Salvation Army



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**1950** -One full and two junior secondary schools were opened

-Committee on African Higher Education , appointed by the Central African Council, submitted report

**1951** - Hodgson Training Centre expanded and twelve trades schools in operation

# OTHER EDUCATIONAL DEVELOPMENTS



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- There was growing consciousness for greater educational facilities for the African population.
- The outbreak of the WW2 increased demand for copper and NR benefited economically.
- Brought about more resources for the education of Africans
- This was accompanied by a notable growth in the territory's revenue, resulting in unparalleled expansion of educational infrastructure in quantity in the history of the colony.



# CONTN'

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- The development of secondary education was neglected until after the end of WW2.
- Reasons being: (i) Settler opposition, (ii) Govt fears of not having finances(GD 1929-33), (iii) No clear policy directives.
- The 1937 Dela Warr Commission emphasized the to provide higher (secondary) education to Africa
- Motivated the NR government to overcome the hesitation and embark upon a policy of secondary education



# CONTN'

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- Enhanced the recognition that Africans would need education in order to participate more fully in the social, political and economic affairs of their country
- Though, a dual system of education for Africans and non-Africans was in existence
- The education system for the non-Africans was highly funded with good infrastructure and trained teachers and the opposite was true for the African system.



# CONTN'

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- While more was spent on educating the European children (1,248) in 1938, less was spent on the more than, 92,000 African children.
- Missions continued to dominate provision of education (1,990 mission schools by 1935; 2,034 by 1945). Govt had 12 schools in 1935; 51 in 1945.
- Some of the notable educational developments In the African education system included the following:

1939	<b>-Jeans School Opened in Chalimbana</b> <b>-Secondary Education Classes started at Munali Training Centre in Lusaka</b> <b>Cont...</b>
1942	<b>-Higher Education Teacher Course (HTC) for selected elementary teachers started at the Jeans School</b>
1943	<b>-Compulsory education introduced in Broken Hill (Kabwe) and some parts of the Copperbelt</b> <b>-African appointed for the first time to the advisory board on African Education</b>
1944 1945	<b>-Senior Secondary Classes started on a regular basis at Munali training centre</b> <b>-23 Native Authority Schools were built.</b>
1946	<b>-Transfer of Barotse National Secondary School to the Central Government</b> <b>-CHIPEMBI Girls Secondary School was opened by the Methodist Mission</b>
1947	<b>-Lukashya Vocational Training Centre was opened</b> <b>-Training of African Nurses started at Chikankata mission by Salvation Army</b>
1950	<b>-One full and two junior secondary schools were opened</b> <b>-Committee on African Higher Education , appointed by the Central African Council, submitted report</b>
1951	<b>-New Munali Secondary for 400 boards occupied in December</b> <b>-Hodgson Training Centre expanded and twelve trades schools in operation</b>

## CONTN'

- In addition, adequate examination machinery was put in place
- In-service professional refresher courses were instituted
- Emphasis on education that was more practical and relevant to the local needs

# CONTN'

- Female helpers were trained, especially wives of teachers and evangelists. Their acquired knowledge in knitting, cookery, needlework, and domestic craft brought in an aspect of utilitarianism in the education system which was over academic
- The colonial policy was to provide primary education to masses and secondary schooling to a few.

# CONCLUSION

- Recommendations of the Phelps-Stokes Commission greatly shaped the educational policy for Africans during the colonial period.
- There was rapid expansion of primary education during this period.
- Secondary education slowly developed between 1937 and 1951.
- Though govt. increased control of school education provision through the creation of Native Authority Schools(run by LEA), missionaries still remained pioneers in the advancement of education for Africans in Northern Rhodesia.